

**MASS TIMES: Saturday Vigil 6.00pm, Sunday 8.00am and 9.30am. All welcome!**

10<sup>th</sup> May 2018

## DIARY DATES

**Thursday 10 May**

Year 6 in Canberra

Eucharist Parent  
Information Meeting,  
7.30pm

**Friday 11 May**

Year 6 in Canberra

**Sat/Sun 12/13 May**

Eucharist Enrolment  
Mass

**Sunday 13 May**

Mothers' Day

**Tues-Thurs 15-17 May**

NAPLAN Yrs 3 & 5

**Thursday 24 May**

Our Lady Help of  
Christians Feast Day  
Mass

**Friday 25 May**

DISCO

**Wednesday 30 May**

School Photo Day  
Winter Uniforms

**Friday 8 June**

Yrs 1 & 6 to  
Parish Mass

**Monday 11 June**

PUBLIC HOLIDAY

**Wednesday 13 June**

Kinder & Yr 5 to  
Parish Mass

**Monday 18 June**

Athletics Carnival

**Wednesday 20th June**

Reports sent home

Eucharist Rehearsal,  
Group 1

**Sunday 24 June**

First Holy Communion  
Mass, Group 1

**Mon 25 June-Thurs 5  
July**

Parent/Teacher/  
Student Led  
Conferences

**Wednesday 27 June**

Eucharist Rehearsal  
Group 2, 7.30pm

**Sunday 1 July**

First Holy Communion  
Mass, Group 2

**Thursday 5 July**

Last day for students

**Friday 6 July**

PUPIL FREE DAY

**Monday 23 July**

Term 2 begins

Dear Parents, Carers, Students & Friends,

*"When we are open to God's grace, even the impossible becomes possible."*

Pope Francis

Welcome back to school for Term 2. We have an exciting term ahead of us for all students and their families. Last week we had our wonderful Games-a-thon; next week our Year 3 and 5 students will be participating in NAPLAN and all students will attend the 'Power of One' Anti Bullying Workshops.

This week our Year 6 students will be attending their overnight Canberra Camp excursion. On 20<sup>th</sup> June you will receive your child's (new look) first semester report and will again have the opportunity to meet with teachers to discuss your child's learning.

Of course, there will be many sporting opportunities and our Athletics Carnival. I encourage you to come along and enjoy your child's learning and the many activities and Celebration of Learning sessions that will be offered throughout the term - the children love welcoming you into their classrooms and having you join them at carnivals, excursions, incursions and workshops.



Thank you to all our parents, teachers and students who represented our school at the Emu Plains ANZAC Day ceremony on 25<sup>th</sup> April. Our school marched under the OLOW banner and placed a wreath at the Cenotaph.

A special mention to Mrs Day for coordinating our ANZAC Day reflective prayer last week. Our students respectfully and reverently participated in this significant ceremony with parents and staff.

Thank you to all involved and those who attended. During the ceremony, we remembered all those who died defending our country during the wars that Australia has been involved in this century.



*They shall grow not old, as we that are left grow old;  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning,  
We will remember them.*

During the week we celebrated Administrative Professionals' Day. I wish to extend our sincere thank you and appreciation to our fantastic secretarial staff - Mrs Irvine, Ms Vion and Mrs Zarlenga. We value and are grateful for their efficiency, skills, use of technology, public relations, care for the children and generosity of time. So much of their work is behind the scenes but is an essential element to the success of our school. Their attention to detail, care for the children, welcoming manner and expertise in all aspects of their work is to be congratulated. From all of us, we say Thank You.

God Bless,  
**Mrs Sue Veling**  
Principal



## OUR LADY OF THE WAY MISSION STATEMENT

***Our Lady of the Way is a Catholic community in which children, teachers and parents nurture a sense of personal worth as they work together in a safe, happy, challenging and faith-centred learning environment.***

### REMEMBRANCE WALL PLAQUES

You can still be part of our **ANZAC Remembrance Wall**. Plaques can be purchased and inscribed for \$50. One hundred and fifty bricks are available in total. Please contact Mrs Irvine at the office or Carolyn & Paul Burton for details.

### CONGRATULATIONS TO OUR AWARD RECIPIENTS FOR TERM 1 WEEKS 10 & 11, TERM 2 WEEK 1



Macy Warbrick, Logan Bishop, Ivy Hayward, Bryson Miles, Rohan Sykes, Max Tuisovivi, Joey El-Sissa, Summer Stansfield, Elara Layton, Thomas Sheen, Jewel Bahlman, Ruby Johnson, Eli Hernandez-Milsom, Jack Sikic, Declan Casey, Carter Benitez, Mario Della Scala, Amity Houlihan, Maya Deacon-Chilmaid, Cara Smith, Keira Blazek, Phoebe Kruzic, Madeline Wade, Sienna Gahagan, Seth Fullam, Maison Still, Hunter Middleton, Amelia Hennessy, Ruby Neeves, Ruby Trad, Edward Whyllie, Audrey Edwards, Cody Thompson, Ava Jones, Roman Belcastro, Jye Walsh, Olivia Walker, Nina McKeown, Emily McDonald, Maddison Prendergast, Will Elford, Holly Rech, Jarrod Partlett, Addy Moffitt-Bourke, Holly Clark, Lucienne Heffernan, Milli Storek, Ben Garrahy, Kieran Smith, Lucas Woods, Indiana Shatford, Memphis Cross, Ben Prendergast, Daniel Yalden, Rowen Astridge, Ava Dyrka, Sarah Fenning, Koby-Lee Edwards, Adele Crook, Remy Cross, Jake Callaghan, Mackenzie Degnan, Margaret Cremen, Nikayla Pusko, Jai Noronha, Thomas Reeks, Lucas Latty, Pierce Lucas, Tianna Stansfield, Breha Pearson, Kate Roser, Ethan Houlihan, Bailey Grima, Taj Le Breton.

### CHROMEBOOKS ENHANCING LEARNING AT OLOW

At the end of 2017 many of our Apple Notebook computers had passed their use-by-dates and needed to be replaced.

In 2018, we received an allocation of 100 Chromebooks - (60 from CEDP & 40 purchased by the school) to replace and top up our technology. These have been distributed to our students, which means that more students in Years 2-6 have access to technology at one time. Students and teachers can now better utilise *Google Classroom* allowing students to have access to work both at home and at school.

### PLEASE DOWNLOAD THE SKOOLBAG APP

Skoolbag is a free app that can be downloaded to your phone, iPad and computer as a form of communication with the school. Skoolbag **IS NOT** a social media app. It is available from iTunes and Google Play. Just search for OLOW Emu Plains and you will see our school crest. All school notes and newsletters are updated onto this site and you will receive an alert when something is **uploaded** or there is an **important** or **urgent** announcement.



## NAPLAN 2018

National Assessment Program for Literacy and Numeracy (NAPLAN) testing will be conducted at *Our Lady of the Way* from May 15-17, 2018 for students in Years 3 & 5. All tests will be pen & paper. Online testing for Catholic schools in the Parramatta Diocese will begin in 2019.

	Tuesday 15 <sup>th</sup> May	Wednesday 16 <sup>th</sup> May	Thursday 17 <sup>th</sup> May
<b>Year 3</b>	* Language Conventions (40 minutes) * Writing (40 minutes)	* Reading (45 minutes)	* Numeracy (45 minutes)
<b>Year 5</b>	* Language Conventions (40 minutes) * Writing (40 minutes)	* Reading (50 minutes)	* Numeracy (50 minutes)

If you have any concerns about your child sitting the NAPLAN testing, please speak with Mrs Veling.

## ENROLMENTS FOR 2019 KINDERGARTEN

*Enrolment packs are available to those families who intend to enrol any siblings of students already at Our Lady of the Way for Kindergarten in 2019. Please collect these packs from the office and return as soon as possible as this information will assist us in preparing for next year's intake of students. **Interviews have already commenced.***

## MOTHERS' DAY PRAYER & DEVONSHIRE TEA — WEDNESDAY 9th MAY

We had over 250 mothers, grandmothers and carers attend our 2018 Mothers' Day Celebration. Our beautiful prayer led by Kindergarten was followed by a delicious Devonshire Tea served by students from McCarthy College.



## YEAR 6 CANBERRA OVERNIGHT EXCURSION

Our Year 6 students are off for their annual visit to the nation's capital – Canberra - on Thursday 10<sup>th</sup> & Friday 11<sup>th</sup> May. We are very lucky to have Emma Husar MP for Lindsay who will meet the students at Parliament House and present them with two new flags (Australian & Aboriginal).

## WINTER UNIFORM

There is a two-week change over for students to wear their winter uniform. By **Monday 14<sup>th</sup> May** all children will be expected to wear their full winter uniform. The correct uniform should be worn at all times in order to maintain high expectations. If, for any reason, a child is unable to wear any part of the correct uniform, a note should be sent to the child's teacher. The school hat is an essential and compulsory item of the school uniform worn throughout the year. For a full list of school uniform requirements, please refer to our School Website or the 2018 Parent Handbook.

**ATTENDANCE - EVERY LEARNER - EVERY DAY**

At *Our Lady of the Way*, we continue to promote student attendance. Thank you to our parents for the support and value that you place on your child being at school each day. Regular school attendance plays a critical role in ensuring that every student has access to the same learning opportunities. When students are not at school, are late to school or leave school early, they are missing out on so much that can impact on their future learning.

School Name	School Attendance Level %
Our Lady of The Way Primary Emu Plains	<div><div></div>86.2%</div>
Scholastic Year	Sch Yr Attendance Level %
K	<div><div></div>94.3%</div>
01	<div><div></div>80.7%</div>
02	<div><div></div>86.2%</div>
03	<div><div></div>76.7%</div>
04	<div><div></div>96.0%</div>
05	<div><div></div>76.9%</div>
06	<div><div></div>91.5%</div>

Our school average this week is 86.2%, which is significantly below the CEDP target of 90%. *Congratulations to Kindergarten, Year 4 and Year 6 who have again shown excellent attendance.* We love seeing all our students at school!

**Absence Explanation Note:** If your child is away from school, a note explaining their absence is required within 7 days of returning to school. If no note is received the absence is recorded as

‘unexplained’. Parents can use the Skoolbag app to email an absence note to school.

THE COLLECTION ZONE AT OLOW IS NOW OPEN.



*Our Lady of the Way School* has joined forces with the Return & Earn Container Collection at Blacktown and has been asked to participate in the ‘Scrap for Schools’ Program. This means we have been able to secure the school as a drop off and pick up point for recyclables. The school will have an account with the Blacktown collection point and all funds generated from recyclables collected from our school or dropped off by families at their facilities, will be paid into our account.

DEVELOPING A GROWTH MINDSET

*Research shows that parents can have a powerful impact on their children’s mindset. The language you use and the actions you take show your children what you expect. Giving process praise, talking about the brain, accepting mistakes as learning opportunities, and understanding the role of emotions in learning are all practices you can begin today.*

Say This, Not That

*The way you praise your children can have a profound impact on their mindset. Research on praise and mindsets show that when we praise children for being smart, it promotes a fixed mindset. It sends a message that their accomplishments are trait-based and tied to something innate. In contrast, praising kids for working hard promotes a growth mindset. It sends a message that the child’s effort is what led them to success.*

Say This	Not That
"I can see you worked so hard on this!"	"You are so smart!"
"It seems like it's time to try a new strategy."	"It's okay. Maybe you're just not cut out for this!"
"I like watching you do that."	"You're a natural at that!"
"It looks like that was too easy for you. Let's find you something challenging so your brain can grow."	"That's right! You did that so quickly and easily; great job!"
"That's not right. You don't understand this yet. What strategies can you try to understand it better?"	"That's not right. Are you paying attention in class? It seems like you're not even trying."
"That was really hard. Your effort has paid off! Next time you'll be ready for this kind of challenge!"	"That was really hard. I'm so glad it's over and you don't have to do that again."
"You've worked hard to become a good writer. You should challenge yourself with an advanced class, and learn something you don't know how to do yet."	"You have a real talent for writing. You should take a creative writing class because you're so good at it."

Talk About the Brain

*The brain is far more malleable than we once thought. Teaching our kids that they actually have control over growing their brains through the actions they take is empowering! Tell your children that when they work hard, that’s the feeling of their neurons connecting. The dendrites are reaching out to other dendrites, trying to connect to make a stronger brain. What strengthens those connections is practice, asking questions, and actively participating in learning. When children learn that their brains physically change with effort, it leads to increased motivation and achievement.*

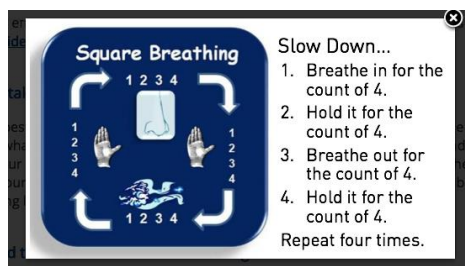
Accept Mistakes as Learning Opportunities

*One of the best ways you can model a growth mindset is to speak candidly about the mistakes you’ve made, and what you’ve learned from them. Speak positively about your mistakes and struggles, and this will show your*

children that taking risks and making mistakes are a natural part of the learning process. Explain to your children that trying hard things is what helps us grow, and you can't be perfect when you try something hard!

### Understand the Role of Emotions in Learning

When we get angry, scared, or feel threatened, our fight or flight response is activated. This can happen anytime, whether we're scared of a spider or scared of math! Our brains are wired to protect us when we feel threatened, and stress symptoms such as sweating, stomach cramps and your mind going blank, are completely normal. There are strategies we can use when the fight or flight response tries to take over, to help us learn. One of those strategies is called Square Breathing and it helps to break down the adrenaline that is flooding the bloodstream and preventing learning from occurring.



### DIOCESAN CROSS COUNTRY CARNIVAL

Congratulations to the following students who represented our school at the Diocesan Cross Country Carnival held last week. They were great sports and all tried very hard, with many achieving personal bests.

Cooper Bahlmann, Jacob Bennett, Mikayla Blazek, Millie Brace, Eden Chapman, Milaya Cleary, Jessica Crambrook, Noah Downey, Luke Durham, William Elford, Jade Elford, Sienna Footman, Sienna Gahagan, Mark Gardiner, Abby Godwin, Ava Grech, Zoe Grech, Emma-Lee Haines, Cooper Hartstonge, Alex Hayward, Sebastian Hayward, Lucienne Heffernan, Cooper Hegarty, Bailey Houlihan, Leilahni Isaia, Archie King, Phoebe Kruzic, Edward Lennon, Zac Levy, Alyssa McDonald, Kees Muller, Rory Muller, Harry Phillips, Zac Phillips, Archie Prendergast, Tiara Raukawa, Chloe Riley, Isabelle Roots, Tianna Stansfield, Benny Tabor, Dominic Vella, Sophie Wade, Madeline Wade, Darby Weber, Toby Witjes.



Congratulations to Jade, Edward, Sienna G, Jacob, Zoe and Tiare who have made it into the MacKillop Cross Country Team and will compete on June 15th. A special mention of thanks, to Lucie McIntosh from Year 6 who joined the team as a guide runner.

### STUDENTS USING OPAL CARDS ON THE BUS



Our school bus provider *Blue Mountains Transit*, has some concerns regarding the current use of Student Opal Cards. One of the more significant changes created by the introduction of the Student Opal Card is the requirement for all students to 'tap on' and 'tap off' when travelling to and from school on any school bus boarded in the course of their journey.

Opal data gathered by 'tap on' and 'tap off' is used to determine the demand for bus services. *If students don't 'tap on' and 'tap off', lack of perceived patronage will*

*lead to a review of the level of services provided to our school.*

With this in mind, your assistance is required in reminding your children that tapping on and tapping off correctly is one of the conditions of using the Student Opal Card.



# NUMERACY NOOK IDEAS

Throughout 2018, our school numeracy goal is for every student to show evidence of using efficient strategies when solving Multiplication and Division problems.

## MAI (Mathematical Assessment Interview) Growth Points

- The Growth Point Framework originated from the Early Numeracy Research Project as a way to describe the path that children take on their way to mathematical understanding.
- Growth points are not necessarily hierarchical, but involve increasingly complex reasoning and understanding

## Growth Points Descriptors Multiplication & Division

Growth Point		Descriptor
0	Not apparent	Not yet able to create and count the total of several small groups.
1	Counting group items as ones	To find the total in a multiple group situation, refers to individual items only.
2	Modelling multiplication and division (all objects perceived)	Models all objects to solve multiplicative and sharing situations.
3	Partial modelling multiplication and division (some objects perceived)	Solves multiplication and division problems where objects are not all modelled or perceived.
4	Abstracting multiplication and division (no objects perceived)	Solves multiplication and division problems where objects are not modelled or perceived.
5	Basic derived and intuitive strategies for multiplication	Can solve a range of multiplication problems using strategies such as commutatively and building up from known facts.
6	Basic, derived and intuitive strategies for division	Can solve a range of division problems using strategies such as fact families and building up from known facts.
7	Extending and applying multiplication and division	Can solve a range of multiplication and division problems (including multi-digit numbers) in practical contexts.
8	Extending and applying multiplication and division	Fractions and decimals

## Ideas for Home Activities

### How Many Do I Need?

*Growth Point 3 focus*

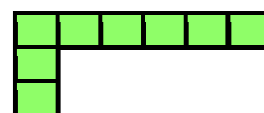
**Equipment:**

- 2 Dice of different colours (6 or 10 sided depending on ability of child)
- Counters or tiles (or draw them)

**Instructions**

1. In pairs, one partner (the creator) rolls two dice. The roll of one dice (e.g. black) determines the number of rows, and the roll of the other die (e.g. green) the number in each row.
2. The creator uses tiles to make the top row and one column of the partial rectangular array.
3. The other partner (thinker) verbalises the number of rows and number of tiles/counters in each row as a fact (e.g.  $3 \times 6$ ).
4. The thinker works out the total amount of tiles needed to make the complete array and explains how they worked it out and records it in some way. (The generator uses tiles to check if needed).
5. They then swap roles and repeat the activity.
6. Record the number of tiles needed for each turn. The person at the end of 3 games who created a partial array with the most tiles wins.

*Possible questions*



- What number sentence would match your partial array? How do you know?
- How did you work out how many tiles you would need to build the whole array?
- What is a word story that could match your number sentence?

## Coin Toss

*Growth Point 4 focus*

\*Working in Pairs

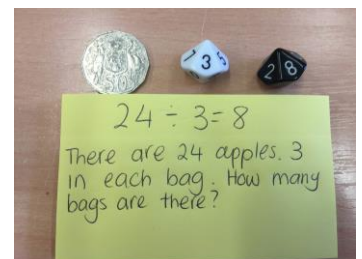
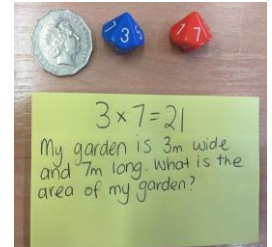
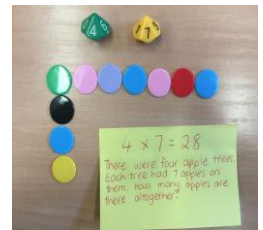
### Equipment:

- 2 x 1-10 Dice or number cards
- one coin
- calculator



### Instructions

1. Partner 1 rolls two dice e.g. rolls a 6 and an 8.
2. Toss the coin – Tails = division question; Heads = multiplication question.
3. Use the numbers rolled to make an appropriate number sentence.
  - Toss Heads: number sentence could be either  $6 \times 8 = 48$  or  $8 \times 6 = 48$ .
  - Toss Tails: number sentence could be either  $48 \div 6 = 8$  or  $48 \div 8 = 6$ .
4. Partner 2 checks with the calculator and student scores one point if correct.
5. Partner 2 writes a word problem that matches their number sentence.



## Multiplication & Division Online Games

### Pobble Array Series:

Children are introduced to the shift from additive to multiplicative thinking. The use of the array model of equal rows and equal columns allows the exploration of factors and multiples, and the associated number properties that underline effective multiplicative strategies.

- Pobble Arrays - Make multiples

<http://www.scootle.edu.au/ec/viewing/L2056/index.html>

- Pobble Arrays - Find two factors

<http://www.scootle.edu.au/ec/viewing/L2056/index.html>

### Divide It Up Series:

Children are encouraged to think multiplicatively to solve division problems. The learning objects involve sharing division and grouping division in different contexts.

- Divide it up - Grouping tool

<http://www.scootle.edu.au/ec/viewing/L2810/index.html>

- Divide it up – Puppies

<http://www.scootle.edu.au/ec/viewing/L2808/index.html>

- Divide it up – Kittens

<http://www.scootle.edu.au/ec/viewing/L2812/index.html>



## GEELONG 2018 GAMES-A-THON

TARGET \$20,000



Our GAMES-A-THON was held last Friday. It was a wonderful experience, with children participating in activities organised by representatives from NSW Hockey; AFL- GWS; NSW Rugby Union; Wanderers FC; NRL; NSW Cricket; NSW Netball; NSW Baseball.

We wish to formally thank Miss Reynolds and Mrs Irvine for their exemplary organisation skills in running with the initial idea and making it so successful. A very big thank you to all the parents and relatives that helped out on the day in so many ways. We cannot do these activities without your support. To the wonderful staff who are always so supportive and skilled; and to all our students for having a positive mindset and a 'have-a-go' attitude. All the sporting codes commented on the fantastic behaviour and attitude on our children.

The Games-a-thon is our major fundraiser for the year. Our aim is to raise **\$20,000**. The money raised will go to purchasing outdoor equipment for the students and the resurfacing of the area under the COLA. It will also include the repainting of the handball courts and ground games.

For every \$10 donated, the students will receive a ticket in the raffle. The draw will take place on Friday 18<sup>th</sup> May. There is a bonanza of fantastic prizes to be won. Prizes will also be awarded to the grades that raise the most money.

## FROM THE ASSISTANT PRINCIPAL

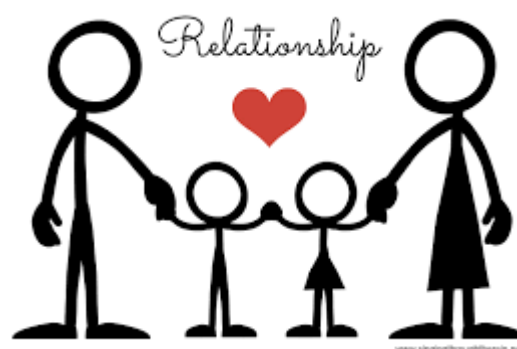
Term 2 Week 2

At the end of last term, I was fortunate enough to attend the three day Positive Education Schools Association (PESA) Annual Conference held this year at Geelong Grammar. The theme of the conference was *CONNECT*. This theme permeated all of the keynote addresses, masterclasses and workshops with the importance of relationships and connections being key to a person's well-being and ability to flourish. I attended a masterclass with Toni Powell who spoke about relationships. Relationships are key to well-being. As humans we need and thrive on positive connections with others. Toni spoke on the importance of building relationships through a strengths based approach rather than a deficit model. She urged us to find the strengths of those we are trying to build a relationship with rather than criticizing what they cannot or do. We are challenged to think about how we speak and act with our children and students, our colleagues and our partners. Do we encourage and connect through strengths or do we spend more time looking at what they can't do? We are building a relationship with those around us everyday. When building a relationship with those closest to us, what we do and say comes from a place of love.

*"People can be created or destroyed by words" Toni Powell*

**Emma Mizzi**

Assistant Principal





# RELIGIOUS EDUCATION NEWS

## Feast of Mary Help of Christians:



On May 24 we celebrate the Feast of Mary Help of Christians, the Patroness of Australia. On this day we also celebrate our school feast day and honour the patronage of Mary to our school community.

We will begin our day by celebrating Mass at 9:15am. Throughout the day the grades will take part in different activities focused on Mary, join with buddy classes and enjoy a treat provided by the school. We would like to focus on the concept of 'help' and 'helper' on this day. You are very welcome to join us for the celebration of Mass.

## Mothers' Day Liturgy:

It was wonderful to see so many mothers and grandmothers at our Mothers' Day liturgy on Wednesday morning. A special thanks to the Kindergarten team for their preparation of the liturgy and to the children of the Infants Choir, Year 5 and of course the beautiful Kindergarten children for helping to make the liturgy so special. From all of us at OLOW we wish our mothers and grandmothers a very Happy Mothers' Day!



## Grade Mass and Reconciliation Dates:

You are very welcome to join the children as they celebrate the Sacraments this term. Dates are as follows:

WEEK	SACRAMENT	DATE	TIME
Week 4	Year 5 Reconciliation	Wednesday, May 23	10:00am
Week 5	Year 6 Reconciliation	Thursday, May 31	10:00am
Week 6	Year 4 Reconciliation	Wednesday, June 6	10:00am
	Year 3 Reconciliation	Thursday, June 7	10:00am
	Year 1 & Year 6 Parish Mass	Friday, June 8	9:00am
Week 7	Kindergarten & Year 5 Parish Mass	Wednesday, June 13	9:00am

\*\* Years 2, 3 and 4 celebrated a lovely Mass together this morning

## Parish Sacramental Program:

Our Eucharist and Confirmation Sacramental Programs are as follows:

<b>Eucharist Sacramental Program</b>			
Parent Information Evenings	Wednesday Thursday	May 9 May 10	7:30pm 7:30pm
Enrolment Mass	Saturday Sunday	May 12 May 13	6:00pm 8:00am & 9:30am
Lessons	Week 1 - Monday Week 2 - Monday Week 3 - Monday	May 21 May 28 June 4	
Rehearsal Group 1	Wednesday	June 20	7:30pm
Mass Group 1	Sunday	June 24	11:30am
Rehearsal Group 2	Wednesday	June 27	7:30pm
Mass Group 2	Sunday	July 1	11:30am

<b>Confirmation Sacramental Program</b>			
Parent Information Evenings	Wednesday Thursday	August 1 August 2	7:30pm 7:30pm
Enrolment Mass	Saturday Sunday	August 11 August 12	6:00pm 8:00am & 9:30am
Lessons	Week 1 - Monday Week 2 - Monday Week 3 - Monday	August 20 August 27 September 3	
Rehearsal	Monday	September 17	7:30pm
Rite of Confirmation Mass	Wednesday	September 19	7:30pm

**Carole Day**

Religious Education Coordinator



## YEAR 3 REFLECT ON HOLY WEEK

The Year 3 students were asked to write about an event in Holy Week from the point of view of a local bystander. Their teachers were very impressed with both their writing and their deep thinking.

### Jacinta

I was walking over some hills trying to find a spot where I could think, when I noticed a crowd of people lying beneath a tree. I went up for a closer look, then I climbed a tree and saw the disciples. I was so amazed that I tumbled back down the hill. Finally, I went back to peer at the disciples again.

Suddenly I saw a movement. I followed it remembering that this was The Garden of Gethsemane where there were a lot of olive trees. As I got closer I heard "Oh my Father, my God". I didn't question it, thinking that I had heard incorrectly. Then I went around the other side I and saw that it was Jesus. I ran to him, thinking about what I would say.

STUMBLE! I had tripped over because I was running too fast. Suddenly a bright light caught my eye. Some guards had arrived with Judas. I wondered why he wasn't with the others, waiting for Jesus. A wave of questions flooded my head and I decided to hide from the guards.

The guards came and arrested Jesus. My heart was beating like I had been on a long run. I wanted to save Jesus but He said "God wants me to do this".

I went back to my hiding spot, not to think but to pray.

### Harry

One morning when everyone was sleeping..... "The Son of God, the King is here", shouted the guards.

I raced downstairs to see Jesus riding a donkey. I was confused because Jesus was meant to be riding silver horses with dashing armour. As he went past I thought that he wasn't Jesus because he certainly didn't look like the Son of God, the King. Maybe I just didn't see him properly.

The next day Jesus died on a cross with two robbers beside him. They treated Jesus as if He had broken the law! Then they buried Jesus in a tomb.

Two days passed and the guards were sitting outside Jesus' tomb. The tomb door opened and there was an angel nearby. The guards ran away as fast as they could. Some women came and noticed that Jesus was gone and they wondered if Jesus was alive.

Later that day I told everyone that Jesus had risen from the dead.

### Charlotte

On Easter Sunday when Mary, the mother of Jesus and Mary Magdalene went to the tomb I followed them. When I saw the tomb I stopped because I knew I was going to feel scared. I had not met Jesus before and I said to the others, "You go on without me". So they did and I stood there watching them go off without me.

Then Mary went in and came back out again quickly. She said, "He's not there! An angel said that He has risen from the dead so spread the word".

So that is exactly what we did.





# LEARNING MATTERS

*Let's celebrate our authors!*

## Autumn Leaves

*A narrative by Scarlett Storr Yr 5*

The wind howled as Reuben and I sat below a large willow tree. We stared into the distance where children would play in the puddles as they kicked a ball. Reuben's musical little voice whispered, "Come on," as he stood up half asleep. He ran towards the water and cupped his hands. I came and knelt down next to him, both of us scooped up the water with our filthy hands. We looked up after the cool water ran down our throats.

We looked back to our squalid little area, where a maroon mattress lay beneath a willow tree. "Race you!" I exclaimed looking into his big brown eyes, "Let's go kick the ball around as well." We both ran over the Autumn leaves that were strewn over the park and through the streets of Paris. Smack! Both of our hands scraped along the trunk. Reuben smiled as we looked for his ball. "Where is it?" I questioned him but he shrugged his shoulders. I grabbed the end of my cap and pulled it down thinking about where it could be. It must be lost but I placed it next to the mattress only yesterday.

"I knew I couldn't trust you," whined Reuben. "What am I supposed to do now? I have nothing except for a large tree, a T- shirt, a pair of shorts and a grubby mattress, but I used to have a ball!"

"I never meant to lose your ball," Logan continued, "I didn't even know that it was lost until today, I am sorry". We started to dawdle back but our eyes were still roaming around in hope that we would find the ball. We were only a few metres away from our miserable tree when we saw that the children were still playing with a soccer ball. All of a sudden the ball that the children were kicking around seemed familiar and I could feel a connection. Then my mind clicked. It was my ball. A second later, my heart sank because I realised that it

wasn't Logan's fault at all, it was the children's, they must have stolen it or I must have misplaced it.

I ran towards the boys and explained that it was our ball and asked if we could play. Afterwards I needed to apologise to Logan. In the end Logan understood why I was so cranky and we also made some new friends as well.



## EARTH!

*A persuasive text by Charlie Thomas Year 6*

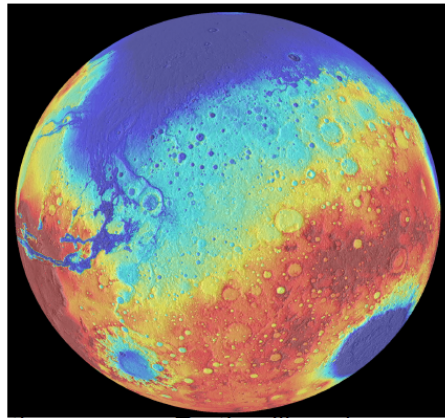
*Earth is slowly running out of the things we need to survive. Sooner or later, we will need to find a new home on a different planet. The reason for this is that we are requiring resources, energy, water and space. That can be extremely taxing on the planet. Pollution, overpopulation, global warming and famine are just some of the examples as to why scientists are thinking that it is time to start searching for a new planet in our solar system.*

*So the real question is where. Where do we go? I have the answer and some reasons as to why I think we should settle there. Mars, the red planet. There are many different things that we need to search for if we ever needed to find a new home on a different planet. The location and size, land form and type, temperature and weather and if it can sustain life.*

*Mars is the best possible planet to sustain human life in our solar system. Mars is located right next to us which means it not that far to travel. Even though the planet is in an area in which it is really cold, there are methods to heat the planet up. Mars' size is around half the size of Earth with a diameter of around 6000+ miles and that might*



not seem like much but most of Earth isn't habitable anyway. There are places on Earth that aren't habitable like oceans which take up 75% of the Earth's surface, rainforests, deserts and places like Antarctica. Even though Venus is larger than Mars, it is extremely hot and Mercury is too small and hot. Mars is the best alternative terrestrial planet. In the best location out of Venus and Mercury.



Mars is the only other terrestrial planet that can possibly sustain life like Earth can. Most of the elements on Mars are very similar to those on Earth like iron, silicon, oxygen, magnesium, carbon dioxide and other elements. Mars and all of the other terrestrial planets are made up of almost the same composition of elements like rock and iron. Mars' volcanoes frequently erupt so it's surface is mostly made up over talcum powder and volcanic rock. Mars' crust is mostly made up of sodium, potassium, magnesium and chloride and the mantle is mostly made mostly of iron, silicon and oxygen. The core is made of iron, nickel and sulfur. Mars has a very similar composition to Earth and is the only other terrestrial planet that has a big possibility of being able to support life like Earth can.

The weather on Mars is very similar to that on Earth. Well, at least the closest to Earth in our solar system. The temperature on Mars can drop to around -55 degrees celsius and Earth's lowest temperature was -88 degrees celsius. The hottest it gets on Mars is around 20 degrees celsius and the hottest on Earth is 56 degrees celsius. Venus' weather can be excessively hot and scientists report that it has temperatures that exceed 400 degrees celsius. Planets like Neptune and Uranus can drop to -214 degrees celsius. On Earth we have storms, dust storms and tornadoes, so does Mars. Winds on Mars in storms can reach only 60 miles per hour, only half of the speed of winds in storms on Earth. The reason for this is that Mars' atmosphere is not as dense and thick as Earth's atmosphere. Mars also has two moons and they are oddly shaped kind of like asteroids orbiting.

Can you imagine two moons or two suns or even more? What would that look like? In terms of

temperature and weather on Mars, I believe that Mars is similar in many ways to Earth and with those conditions it is possible that Mars could sustain life.

Mars is very similar to Earth in many ways, it is one of the only planets in our solar system with a really good chance of being able to sustain life. Mars has the closest conditions to Earth and scientists believe that it would be a great alternative if we were to ever need to make another planet our home. It's the closest planet to Earth in our solar system. Temperature, Type, Location, Land mass it's all very similar to that on Earth. Mars has very high chances to be able to sustain life like Earth can. It has all the reasons to lead us to believe that it is the best and most likely planet to be able to support life if we were to ever need a new place to call home. Mars is a planet that we can change to suit our needs.

I have mentioned lots about things that can be changed to be able to support us. Terraforming is the method of 'changing' a planet to make it suitable to sustain life. Recently, I watched a scientific video about this topic and it raised some really good points about how we can make Mars our home. He talked all about the different ways we can terraform Mars and make it habitable. First he talked about the thin atmosphere and how to fix it. He talked about an effect called the 'Greenhouse effect' where when we plant trees and greenery, they release oxygen into the air through photosynthesis. Then, it gradually makes the atmosphere thicker and more Earth-like and gets rid of lots of Carbon dioxide. The thick atmosphere will trap the solar rays from the sun and will heat up the planet. Then, he talked about how we can melt the polar ice caps on Mars to make water and we can replace the Martian soil with our on Earth soil. Terraforming is one of the only ways that we can make Mars able to become habitable. There are many different ways we can fix up Mars and make just like Earth.

Mars, proven by scientists and physicists have demonstrated that in the solar system, Mars is the planet that is most suitable to be most sustainable for human life. Mars is the best planet for reasons like it is the closest planet to Earth and has the best location and size out of all the other planets in the solar system. It has the best temperature and weather out of the planets, it is terrestrial and has a great form very similar to Earth. It is very capable of sustaining all of life and it is probably the best planet that we can terraform for our needs. Soon, we will need to move to a different planet and by my reasons we will be living on

*Mars, living just like we would be on Earth. We will develop and maybe we might even make it better than Earth.*

*But maybe we could be living somewhere else, where else besides Mars would you live?*

## **The Big Blue Beach**

*A narrative by Abby Hurst Yr 1*

Once there was a beautiful beach and there were two birds flying high up in the sky.

Now, those birds were a little bit bored but then one of the birds spotted a big, tall arch.

The birds decided to play and fly through the arch. It looked like so much fun! They were diving, swooping, twirling and playing. Suddenly one of the birds hit its head on the arch and was going to fall into the ocean!

Oh no! There was a huge shark in the water waiting to eat the bird.

The other birds came swooping down and saved the little guy.



## **A REFLECTION ON HOLY WEEK**

*By Jacinta Roser Yr 3*

I was walking over some hills trying to find a spot where I could think, when I noticed a crowd of people lying beneath a tree. I went up for a closer look. I climbed a tree and saw the disciples. I was so amazed that I tumbled back down the hill. Finally, I went back to peer at the disciples again.

Suddenly I saw a movement. I followed it remembering that this was The Garden of Gethsemane where there were a lot of olive

trees. As I got closer I heard the words "Oh my Father, my God". I didn't question it, thinking that I had heard incorrectly. Then I went around the other side I and saw that it was Jesus. I ran to him, thinking about what I would say.

I had tripped over as I was running too fast. Suddenly a bright light caught my eye. Some guards had arrived with Judas. I wondered why he wasn't with the others, waiting for Jesus. A wave of questions flooded my head and I decided to hide from the guards.

The guards came and arrested Jesus. My heart was beating like I had been on a long run. I wanted to save Jesus but He said "God wants me to do this".

I went back to my hiding spot, not to think... but to pray.



## **ANZAC POEM**

*By Ava Eekman Yr 5*

I am a comforting nurse.  
I wonder if I will save their lives in time.  
I hear the gunshots and the soldiers calling  
"Fire!"  
I am a comforting, worried nurse.

I pretend that this will all be over soon.  
I feel my damaged heart sink in my chest.  
I hear the soldiers speaking in worried and  
negative ways.  
I worry that I will never make it home.  
I cry that I will not be seen again.  
I am a comforting, worried and afraid nurse.

I understand the tragedies of the soldiers'  
lives here.  
I say that it will all be OK.  
I dream that I am at home snuggled in my  
bed.  
I try to imagine me in another world  
peacefully.  
I hope that I will live.  
I am a comforting, worried but brave nurse.



# LIBRARY NEWS



Thank you for supporting OLOW's Book Club. With rewards earned we have been able to purchase new yellow boxes for our Junior Fiction collection. By displaying books front face it makes it easier for our young readers to find a good fit book. The children love them!

Just one of our many Library displays. 'Glenrowan Inn' was created by Riley Burton Yr 6.

The students show a great fascination about the life of Ned Kelly and fellow bushrangers.



Year 2 are learning about how we lived in the past. Do you recognise any of these? These are displayed in our Library.



Year	PRC NO	TITLE
Kinder	14984	Mary Elizabeth's House
Kinder	17760	Terrible Plop
Kinder	4628	Underneath a Cow
Kinder	988	Fat Ferdie
Kinder	13918	Show Day
1	1269	Omar the Strongman
1	27787	Fabulous Friend Machine
1	4628	Underneath a Cow
1	40833	The Other Bears
1	514	Amy and Louis
1	13918	Show Day
2	5552	Room on Our Rock
2	25822	Pearl Barley and Charlie Parsley
2	6798	Mad Magpie
2	15013	Fierce Little Woman and the wicked Pirate
2	73251	Noah Dreary
2	12318	Silly Birds
3	5552	Room on Our Rock
3	11739	Origami Heart
3	5858	Hickory Dickory Dash
3	5766	Little Stowaway
3	6798	Mad Magpie
3	5902	Digger
3	12318	Silly Birds
4	5141	Flying Optometrist
4	9806	Mr Huff
4	5766	Little Stowaway
4	6798	Mad Magpie
4	5902	Digger
5	5552	Room on Our Rock
5	11739	Origami Heart
5	5858	Hickory Dickory Dash
5	5766	Little Stowaway
5	5902	Digger
5	3184	Feathers
5	6798	Mad Magpie
6	5552	Room on Our Rock
6	6798	Mad Magpie
6	5766	Little Stowaway
6	5902	Digger



Please add these titles to your child's Premiers Reading Challenge Log. These books have been '**read aloud**' to the children when visiting the Library.

## GENERAL NEWS

School Photo day is Wednesday 30th May. Order forms will be sent home next week. Packages are available from \$25 - \$42. Children need to be in their winter uniform.

## COMMUNITY NEWS

### ST COLUMBA'S CATHOLIC COLLEGE

A reminder that enrolment applications for Year 7, 2019 at St Columba's Catholic College are now due. For further information contact the Enrolment Secretary, Sandra O'Brien, on 4754 8900 or 4754 8907

### Support the Stroke Foundation – Beard Shave Fundraiser #fightstroke

The Cullen Family are raising funds for the Stroke Foundation, with Dad, Siv, set to shave his beloved beard off on the 30<sup>th</sup> May, with the Beard Be Gone campaign.

In 2014, at the age of 39, Suibhne (Siv) suffered a major stroke, as a result of a congenital heart condition. The family benefited greatly from the knowledge and support from the Stroke Foundation and would like to support the research to help prevent, treat and beat stroke.

If you would like to donate, please visit:

<https://give.everydayhero.com/au/beard-be-gone-4>



Did you know .....

- Strokes can strike anyone, at any age, with 1 in 3 happening to younger people of working age.
- Many of the 55,000 strokes in Australia (this year alone, 1 stroke every 10 minutes) could be prevented.
- Stroke kills more men than prostate cancer, more women than breast cancer and leaves hundreds of thousands of Australians with life-long disabilities.

**Recognise STROKE Think F.A.S.T.**



<b>F</b> Has their <b>FACE</b> drooped?	<b>A</b> Can they lift both <b>ARMS?</b>	<b>S</b> Is their <b>SPEECH</b> slurred and do they understand you?	<b>T</b> Call 000, <b>TIME</b> is critical
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**Stroke**  
FOUNDATION

If you see any of  
these symptoms  
**Act FAST**  
**call 000**





ST NICHOLAS OF MYRA PRIMARY

# SCHOOL FETE



Saturday 19 May | 10:30am- 4:00pm  
Entrance via Higgins St and Lethbridge St

FOOD | STALLS | RIDES | GAMES |  
DISPLAYS | SHOWBAGS |  
CHOCOLATE WHEEL |  
& MUCH MORE ...

FAMILY FUN FOR ALL



ST NICHOLAS OF MYRA PRIMARY FETE